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ABSTRACT

In this paper guidelines which provide direction toward the development and structure of a course in social foundations of education are outlined. A systems approach to organization of the course is used as both a content and process guide. The construct of the parts of this education system defines four operational functions: 1) development of the specific goal of the system in our societal structure and of the specific enabling objectives; 2) an input category consisting of the key elements of our societal context which help define options for courses of action; 3) a strategy category which operates as the means used to achieve objectives; and 4) a teaching operation which functions to check on the efficiency and effectiveness of the educational organization and helps suggest necessary modifications. Theoretical models for developing course strategies are discussed and specific strategies--concepts and key phrases, persistent questions, and hypotheses and generalizations--actually being used in the author's social foundations of education courses are included. (SHM)

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A SYSTEMS APPROACH FOR A DISCIPLINED ORGANIZATION OF A SOCIAL FOUNDATIONS OF EDUCATION COURSE

Presented at

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I. THE PROBLEM

In our modern period, the traditional guidelines providing direction and meaning to the educational enterprise have been called into serious question. The disintegration of an accepted public philosophy, and the general breakdown of a cohesive value system lending significance to human activity, are important philosophical realities which have helped undermine educational guidelines. Unfortunately it has been very difficult for the educational operation to reconstitute itself on a rational basis, and we are witnessing a neo-romantic move into the subjective world of "doing ones thing."

The philosophical breakdown has been intensified by the rapid pace of change and the communications and information inundation which have buffeted the educational operation. Students going to school in this modern period often view their attendance as an interruption of their education because educational institutions have not been transformed in accordance with modern perspectives and needs.

One significant revitalization is taking place in perceiving the constitution and objectives of curricula. The traditional approaches of using formal education as the means for acquiring information and memorizing facts is being recognized by more and more educators as an antiquated approach suitable for a pre-mass media society. There is growing emphasis on education as providing transferable skills and inquiry modes, and as a way of rationally exploring and developing the world of values.

The traditional course in social foundations of education with its heavy reliance on bits and fragments of insight from the social sciences and humanities, is in particular need of this type of revitalization. In most cases, this course consists of fragmented materials without any internal logic, discipline or rationality. At some institutions, this course has been turned into an amorphous, directionless operation reinforcing the anti-discipline approach of the neo-romantics.

At best, most of these courses serve as the drain basin catching and passing on whatever viewpoint happens to be around. At worst, some of these courses are being taught by the "doing your thing" teachers who view these courses as catharsis for whatever they happen to discover in themselves during the semester.

The fragmented reality of our times accentuates the difficulties and problems that are normally involved in teaching a foundations of education course. Even commendable attempts to organize the material in some significant manner often results in bits and pieces of information and value joined together in some transitional ecclectic form.

It is my contention that we who teach this basic education course to future teachers have a responsibility to rationally think through our problems and develop some type of logical coherent discipline from our objectives, available information and other inputs. This discipline should provide a coherent rational organization of content and process relevant for an introductory education course, and meaningful for our modern students. We owe this to our students, many of whom find the social foundations of education course as currently taught, a reinforcement of their fragmented view of education; we owe this to the profession currently being called upon for a greater role in educational decision-making, but in many cases, inadequately prepared for this role of professional involvement; and we also owe this to ourselves.

We are at a disadvantage because few of us teaching this course majored in social foundations of education for our doctorates, intensifying the problem that exists with an already amorphous "discipline". We do, however, have the advantage of being in a sufficiently flexible position to develop and structure

a content and process for our discipline without the traditional constraints of forgotten "truths," and archaic organizational patterns. If we and other social foundations of education teachers choose to do this, we can well be in a favorable position to think our discipline through, and chart our course based on logical consistency and current-relevant insights. I am hopeful that we make this choice.

II. CONSTRUCTS OF COURSE MISSION AND ENABLING OBJECTIVES

A. THEORETICAL CONSTRUCT OF COURSE MISSION AND ENABLING OBJECTIVES

It is my contention that a meaningful social foundations of education course can be developed by using a "systems approach" as both a content and process guide. There are many different definitions for the phrase "systems approach" and committed purists, from engineers to audio-visual specialists, can often be heard and observed in the war of definitions that mark this terminology. In this approach, the educational operation is not viewed as piecemeal and fragmented but as an organic system with major component parts interacting and affecting one another. Changes or innovations of major components may well bring or require balancing changes or adjustments in other components of the system. It is neither possible nor necessary to have complete knowledge of every detail and component in the educational system, nor are we able to measure, mathematically express or control all of the operations involved. The key to proper analysis, understanding, and limited control is to be able to discern vital components in the system, and their roles access points for innovation.

I use a systems approach, for the organization of my courses because I recognize the need for a rationally organized structure and process for investigating the manner whereby a society educates its citizens. Utilizing this approach, also involves my students in a process of value development, priority decision-making, and suggests innovations to meet our needs more effectively and efficiently.

In developing a construct of the component parts of our educational system, four distinct operational functions can be discerned. First, the specific "mission" of this system in our societal structure (essentially socialization and innovation) and the specific enabling objectives we develop for this broader "mission". Second, we also can discern an "input" category consisting of the various key elements of our societal context, which serve as constraints or guides for the objectives we formulate and try to implement. These "inputs" can serve as "reality deamons" helping us define the options for courses of action. Third, we can formulate a "strategy" category which operates as the vehicle or means we use to achieve our objectives. Fourth, we can formulate a testing operation which functions to check on the efficiency and effectiveness of our educational organization and helps suggest necessary modifications. Throughout each of these operational functions there also should be adequate feed-back and measurement to help us modify our goals and strategies and make our system more effective while it is still in operation. This four-fold division does not preclude moving an aspect of a particular component or an entire component, to a different operational function, but is merely suggestive of functional categories.

B. ACTUAL CONSTRUCT OF COURSE MISSION AND ENABLING OBJECTIVES

Our first area of concern is the course "mission" and the enabling objectives. The basic "mission " of this course is the service to our society and our students as individuals through providing continuity and socialization, as well as adaptive innovation. Realistically, this course stresses achievable "enabling" objectives consistent with the basic "mission." These are:

1. Information
   Organize information into usable and functional form;

2. Process
Learn the process for analyzing an educational system;

3. Relevance
Develop content and process which is functional and meaningful in terms of the student's "real world" experience,

4. Transferability
Organize content and perceptions for maximum transferability and continuous learning;

5. Decision-Making
Develop perception and knowledge for professional choice of priorities in educational decision-making;

6. Empathy
Develop a concern and interest for the parties involved in the educational process.

III. THEORETICAL CONSTRUCT OF COURSE INPUTS

Our second area of concern is that of significant inputs of a social and technological nature. These influence what one should teach, how to teach, and realistically affect the choice of enabling objectives. I have listed six areas of significant input but recognize full well that other components, including previously designated objectives might well fit into this category. "Input Reality" refers to significant features of the broader environment that guide my choice of content and process. "Questions," are guides to questions I have posed to aid in reaching decisions on what and how to teach.

A. Information

1. Input Reality

Innundation of information; lateral transmission of knowledge; bombardment by multi-media.

2. Questions

a. What types and quantities of information are available and how do these affect the choice of what should be taught?

b. What is the significance of the information explosion and innundation of data for our decision on what and how to teach?

B. Pace of Change

1. Input Reality

Very rapid change; learning today might require "unlearning" tomorrow stress on adaptation.

2. Questions

1. What is the impact of the rapid pace of innovation and change on the choice of what and how to teach?

2. What principles are operative in the process of change?

C. Students

1. Input Reality

Need to develop functional perception of educational organization; seeking commitment and identity; "doing one's thing," wish to be involved in decision-making process.

2. Questions

1. What is the relevance of the types of commitment our students have developed, for our decision on what and how to teach?

D. Teachers

1. Input Reality

Increasingly called upon as educational decision-makers.

2. Questions

What is the relevance of the increased decision-making role of teachers for our decision on what and how to teach?

E. Subject Discipline

1. Input Reality

Broad, vague; little traditional disciplined structure.

2. Questions

a. What is the content and process of the discipline that is to be taught?

b. What is the relevance of this educational discipline for our decision on what and how to teach?

F. Society

1. Input Reality

Pressures for equalizing educational opportunity; race, urbanization and manpower needs; innovation to protect continuity.

2. Questions

What developments or trends in the social arena are relevant for our decision on what and how to teach?

IV. MODELS OF COURSE STRATEGIES

A: THEORETICAL MODEL FOR DEVELOPING COURSE STRATEGIES

The third area of concern is that of strategies. These should be carefully developed on the basis of objectives and input, and should be internally balanced to secure a maximum achievement of desirable objectives. Key questions that might be asked in the development of relevant strategies are:

1. On the basis of "significant inputs" and objectives for this course, what strategies might prove most effective for teaching this course?

2. In what way and to what degree will these strategies affect our inputs and objectives?

3. In what way and to what degree will these strategies affect each other?

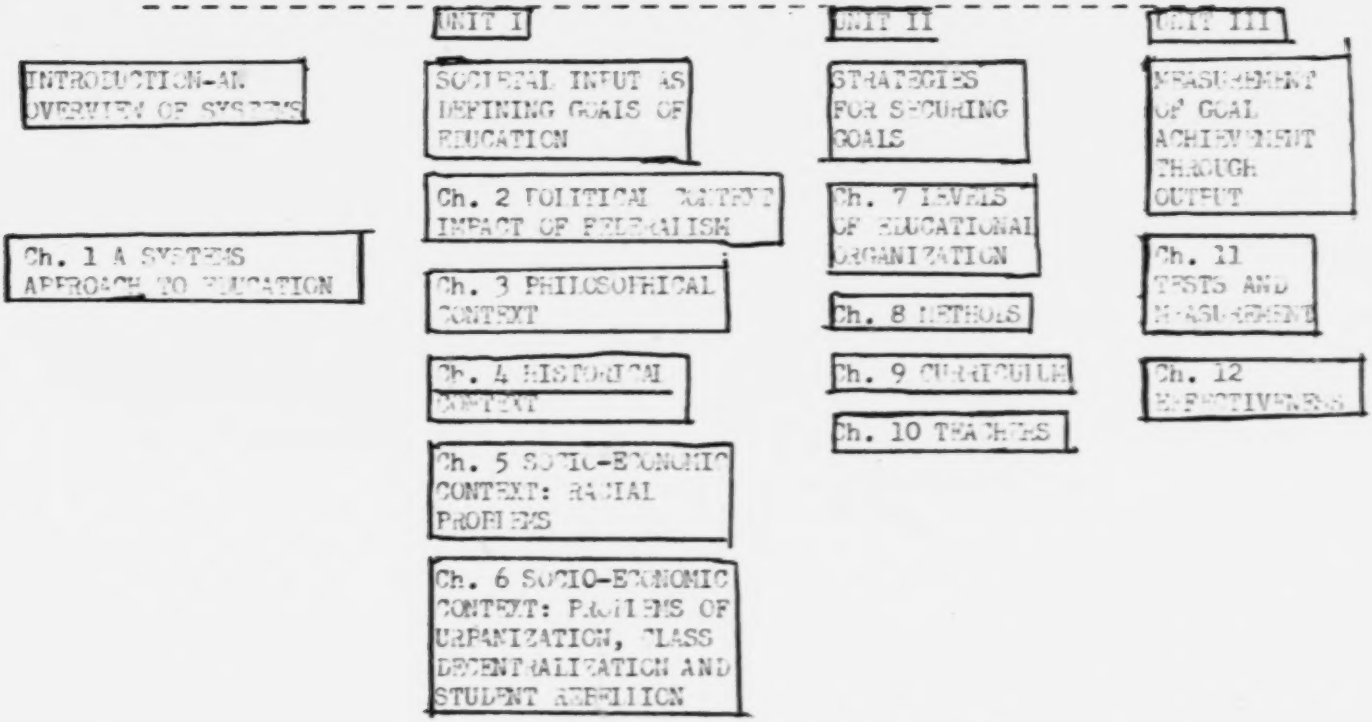
I have developed a number of significant course strategies based upon my answers to these questions.

B. ACTUAL STRATEGIES USED IN MY COURSES

Use of a disciplined content organization serves as the cornerstone for this course. There are three broad Unit Divisions of major systems operations and twelve sub divisions for the major component sub-categories. Unit I deals with delineating those variables in a society that can be significant factors in defining and determining the goals of education. In Unit II, the readings are concerned with those strategies which are or can be used for moving towards the goals of education. In Unit III, the readings suggest evaluation of strategies and structures on the basis of proficiency tests and problem solving criteria. Naturally, the three units are not independent and should feed-back and modify priorities and choices both within each unit and among the units. In this way any change in composition of significant variables would affect the entire system. This type of organization provides a simulated model enabling students to transfer analytic and critical skills and perceptions from

the classroom to the changing "real world."

GRAPHIC MODEL OF OPERATIONAL FUNCTIONS AND
COMPONENT PARTS FOR SOCIAL FOUNDATIONS OF EDUCATION[1]


UNIT I
UNIT II
UNIT III
INTRODUCTION-AN OVERVIEW OF SYSTEMS
SOCIETAL INPUT AS DEFINING GOALS OF EDUCATION
STRATEGIES FOR SECURING GOALS
MEASUREMENT OF GOAL ACHIEVEMENT THROUGH OUTPUT
Ch. 1 A SYSTEMS APPROACH TO EDUCATION
Ch. 2 POLITICAL CONTEXT IMPACT OF FEDERALISM
Ch. 3 PHILOSOPHICAL CONTEXT
Ch. 4 HISTORICAL CONTEXT
Ch. 5 SOCIO-ECONOMIC CONTEXT: RACIAL PROBLEMS
Ch. 6 SOCIO-ECONOMIC CONTEXT: PROBLEMS OF URBANIZATION, CLASS DECENTRALIZATION AND STUDENT REBELLION
Ch. 7 LEVELS OF EDUCATIONAL ORGANIZATION
Ch. 8 METHODS
Ch. 9 CURRICULUM
Ch. 10 TEACHERS
Ch. 11 TESTS AND MEASUREMENT
Ch. 12 EFFECTIVENESS

Another strategy used in this course is the utilization of Hypotheses and Generalizations, Concepts and Key Phrases, and Persistent Questions, as tools for maximizing the value of a systems approach, and as building blocks for the development of a social foundations of educational discipline.

The Concepts and Key Phrases provide vital categories useful as a basis for classification system. Each discipline has a particular pattern and manner for the organization of material and the concepts and phrases provided with the building blocks that are associated with this discipline. Students are encouraged to develop relevant definitions for these concepts and phrases and to introduce new concepts and phrases for a revitalization of the social foundations discipline. Students are requested to refer and relate information from outside of the classroom situation and from class readings to this meaningful classification system.

[1]Moses Stambler, editor, A Systems Approach to Social Foundations of American Education New York City, MSS Educational Publishing Co. (19 E. 48th Street) (Dec.) 1969 618 pp., pg. iii.

Persistent questions, preceding each unit and component, designed to develop a systematic understanding of the organization and functioning of American education and the interrelationship of the component parts of the system. The questions are organized to reinforce a model of descriptive, analytical and prescriptive skills as well as the cognitive and affective domains. They also provide persistent transferable questions and modes of inquiry that students can utilize with the increasingly available information outside of a classroom situation.

Hypotheses, (tentative explanations of events to be tested with data) and generalizations, statements about past or present educational experiences explaining two or more facts, are vital strategies for achieving the objectives of this course. Through their use, students learn to utilize a scientific method for analysis of educationally relevant data and drawing tentative conclusions from this data. In effect, this provides essential building blocks for the structure of a discipline. For these hypotheses and generalizations become the essential analytical tool of our discipline whereby we probe and organize our data based on the higher levels of meaningful expectations. Naturally, the hypotheses are functional to the degree they help use explain events and these particular generalizations are only functional until we encounter data which requires us to modify or reformulate these generalizations. The listing of these generalizations and hypotheses does not suggest that they be committed to memory as truths but they can be used as analytical tools, and bases for value development. Students are requested to classify their readings and outside experiences on the basis of the assumptions and generalizations made, and their degree of substantiation through substantive data.

The following are the concepts and key phrases, persistent questions, and hypotheses and generalizations actually being used with my social foundations of education courses:

CHAPTER I - A SYSTEMS APPROACH TO EDUCATION

A. CONCEPTS AND KEY PHRASES

1. Systems approach
2. Basic goal (mission)
3. Behavioral objectives
4. Enabling objectives
5. Affective domain
6. Cognitive domain
7. Entry skills
8. Program evaluation
9. Input
10. Strategies
11. Output
12. Tests and measurements
13. Program evaluation

B. PERSISTENT QUESTIONS

1. What is a "systems approach" to education?
2. What is the relevancy of a systems approach for understanding, modifying or changing American Education?
3. Why is the relevancy of this approach for educational planning in America?

C. HYPOTHESES AND GENERALIZATIONS

1. The significance of societal inputs differs from time to place.
2. Societal inputs generally interact with and affect each other.
3. There are major component parts which are significant in understanding American education.

UNIT I SOCIETAL INPUT AS DEFINING THE GOALS OF EDUCATION

Key: PERSISTENT UNIT QUESTIONS

1. In what way and to what degree do the various input factors interact with each other to affect the definition of American educational goals?

2. In what way and to what degree do these various input factors affect the strategies currently used in American education?

3. What are the currently accepted goals of American education? What is the relevance of these goals for modifications of education?

4. What social conditions have influenced the formulation of these goals?

5. In your opinion, what should be the main goals of American education?

CHAPTER II POLITICAL CONTEXT: IMPORTANCE OF FEDERALISM

A. CONCEPTS AND KEY PHRASES

1. Division of power
2. Separation of power vs Centralization
3. Fragmentation vs Unification
7. Concurrent majority
8. Ancillary organization as main impetus for innovation

4. Diffusion vs Concentration
5. Inevitable conflict
6. Continuous conflict
9. Ancillary organization as main vehicle for communication and integration
10. Decentralization community control
11. Revisionist vs Status-quo

B. PERSISTENT QUESTIONS

1. What have been the negative and positive impacts of the Political System on the goals and strategies of American education?
2. What changes, if any, should be made in the Federal System to aid in improving American education? Why?

C. HYPOTHESES AND GENERALIZATIONS

1. The American educational system parallels the federal structure and attempts to set the ambition of one man against that of others. This is accomplished by dividing powers between federal, state and local governments, and separating these divided powers between legislative, executive and judical authorities. Power is so diffused that individuals assigned responsibility for a task seldom have the necessary authority or power to accomplish it. Individuals and groups are placed into conflict with one another because they represent different constituencies and interests. The division, separation and diffusion of power often results in:

   a. An inevitable conflict between any or all of the following brokers of power or factions in educational decision-making: president of the board of education, superintendent of schools, members of the board of education, mayor, members of the city council, private interest and pressure groups.

   b. The lack of any systematic capability in deciding on and using power to responsibly innovate and solve our problems; unless, there is a concurrence between the various interest groups and power brokers operating at access points.

   c. The necessary development of informal or ancillary organization to make the system operable despite the formal deadlock. This makes the ancillary organizations and interest groups key elements suggesting and pressuring for innovation.

   d. Continous conflict (often cyclical) between advocates of centralization and advocates of decentralization.

   e. The factthat the structural conflict for power between revisionist and status-quo groups often is rationalized on the basis of ideological considerations. The ideological convenience often is used as leverage for securing educational innovation.

2. There is a de facto national system of education in America which is, indicated supported and reinforced by such factors as national recruitment of teachers, sucessful mobility of students and teachers from school to school, the national market for instructional materials and the national examination systems.

3. Ancillary organizations often develop to meet educational needs because formal institutions are not doing an adequate job. These ancillary organizations often provide the main impetus for implementation of innovation.

4. Ancillary organizations frequently are responsible for maintaining integration between the various levels of education.

5. The federal government has become increasingly involved in improving education.

6. The federal government is assuming an increasing role in education because many states are lagging behind in improving their school system.

7. Education is a state and local function even when aided by the federal government.

CHAPTER 3 - PHILOSOPHICAL CONTEXT

A. CONCEPTS AND KEY PHRASES

1. "Open Society"
2. "Closed Society"
3. Self-realization
4. Autonomy
5. Tentative truth
6. External forms and ideals
7. Rationalism
8. Romanticism
9. Essentialism
10. Perennialism
11. Experimentalism
12. Pragmatism
13. Existentialism
14. "Life Adjustment"
15. Education for the many vs education for the few
16. Change for the sake of change
17. Conditioning
18. Permissiveness
19. Moral concern
20. Leisure society
21. Puritan ethic
22. "Doing one's thing"
23. Lateral transmission of knowledge

B. PERSISTENT QUESTIONS

1. What major philosophical positions are significant for a better understanding of American education?

2. How do these affect the goals of American education?

3. Which philosophical approaches do you find most suitable for developing an effective educational system?

C. HYPOTHESES AND GENERALIZATIONS

1. There is no consistent or fundamental philosophy of education which guides educational innovations. Decisions generally are based upon consensus and compromise rather than upon professional criteria.

2. Education has received little long term planning attention, despite its vital role in national life.

3. Education in America is viewed as an avenue for social mobility, opportunity and an open society. Both those seeking to innovate and those seeking to prevent innovation generally phrase their arguments in terms of the American "ideology."

4. Educational policy aims often are responses to societal needs, interests,

pressure groups and changing types of students being admitted to schools. Long-range professional planning seldom is used while makeshift, immediate, and pragmatic responses are typical.

5. The American educational system strives to educate all young people in as many diverse subjects as are necessary to develop their full potentials.

6. Education is often valued because it provides better job opportunities and status positions.

7. There are no permanent or absolute educational truths. Experimentalism is necessary and approaches should be discarded when no longer applicable.

8. Education should provide the individual with a firm foundation in order to meet the numerous demands of present-day society.

9. Education should strive to reach all students on every level of intelligence and motivation.

10. Education's role is the reconstruction or reorganization of experience which adds to the meaning of experience and increases ability to direct the course of subsequent experience.

11. Education's role is to provide a logical and realistic structure for correlation and assimilation of knowledge in a manner consistent with the development of an individuals self esteem.

12. Ideological commitment to education for all sometimes conflicts with the aim of individual excellence.

13. In our technologically oriented society there is a need for individual excellence and achievement. The idea of egalitarian education can be considered as depriving both the gifted and slow learner of the right to quality education suitable to their needs.

14. A fundamental American belief is that, given the opportunity, education can solve most problems.

15. Education in America often serves as an avenue of social mobility, opportunity and as an air to the retention and extension of an "open society".

16. The elementary school is generally viewed as the best place for instilling acceptable ideological beliefs.

CHAPTER 4 HISTORICAL CONTEXT

A. CONCEPTS AND KEY PHRASES

1. American democratic credo
2. Popular democracy
3. Cultural Indoctrination*
   Status-quo
4. Innovation-revisionist
5. Social mobility
10. Religious needs
11. Pressure groups
12. Education for all vs education for the gifted
13. Vocational education vs Liberal Arts education

6. Social mobility
7. Open society vs closed society
8. National needs
9. Economic needs
14. Automation
15. Computer revolution
16. Urbanization
17. Pragmatic

B. PERSISTENT QUESTIONS

1. In what way and to what degree are historical experiences influencing current educational goals?

2. Which American historical experiences are relevant for understanding current educational problems?

3. Which current experiences might well prove significant for future historians of American education?

C.(1) HYPOTHESES AND GENERALIZATIONS

1. The search for freedom is a "constant factor within changing demands of society from the beginning of education in the colonies to the complex culture of today."

2. The movement for popular education is a manifestation of the American democratic credo and is expressed in educational expansionism and egalitarianism.

3. The history of American education is marked by a tension and conflict between popular democracy and intellectualism.

4. In the complex interaction between school and society, the effects of dislocations on society as a whole often have important reprecussions on the schools.

5. In the history of education, the Church has been the strongest force but was gradually subordinated to the social, political and economic interests of the state.

6. Education in our society has served in a dual role; as a main vehicle for cultural indoctrination or as one of the important institutions for innovation and changing the status-quo.

7. In most cases the educational system has not provided leadership for its own change but has required outside stimuli and pressures.

C.(2) HYPOTHESES AND GENERALIZATIONS ON SOCIAL CHANGE PROCESS OF THE HISTORICAL CONTEXT

1. Social Institutions have a differentiated pace of change, and:

   a. The process of social change, once begun, tends to continue for a very long time, as change in one part of our social structure gives rise to dysfunctions (failure to meet human needs-institutional lag) in another institution this creating the need for further institutional change.

b. Some parts of our institutional structure are more resistant to change than others:

(1) Social change is more likely to begin and advance more rapidly in those areas of our institutional structure which are most secular and rational.

(2) Social change is likely to be least rapid and most convulsive in those areas which have been sanctified and which we hold most sacred.

2. There is a differentiated pace of individual acceptance of social change.

a. Social change makes the slowest progress among those who are older, most satisfied and identified emotionally and psychologically with the status-quo, and those who are personally threatened by "rocking the boat" and attacking the "establishment."

b. Individual adoption of new culture traits from external sources is selective and most likely to procede most rapidly in those areas where the new pattern presents the least threat to personal security.

3. Educational innovations are almost never installed on their own merits.

4. Americans value change for the sake of change -- not alone for its product but also for its process, yet considered and hasty change may be worse than no change at all.

5. Educational change has resulted essentially from a progmatic response of the institution to external pressures.

6. Human needs

a. Social change is likely to take place when human physical or psychological need change, or when institutions fail to meet existing human physical or psychological needs.

b. Social change is likely to take place when new materials suggest better or different ways of meeting needs or when exhaustion of old materials make it impossible to meet the needs in the old ways.

7. Mechanical Inventions

a. The strongest pressure for change in our modern period comes from a cumulative and accelerating advance of science, invention and technology.

b. No society voluntarily renounces, retreats from, or halts its technological advance.

c. Most new inventions arise within a facilitating matrix of preceding inventions. The higher the previous level of technology, the greater the number of new inventions.

d. New inventions must overcome obstacles of suspicion and distrust, and substantial margin of economic advantage is required. Changes which can be adapted by the individual as soon as he is ready, progress more rapidly than those which must wait upon majority consent.

e. Technological advances have affected the labor market and vocational opportunities for youth necessitating a longer school career for all.

8. Population change: Migratory movement, growth and decline in size, change in population composition, age trend and class.

9. Effects of neighboring societies: Events or occurences which result from the actions of other societies. This includes war, or threat of war, economic, political or intellectual diffusion, or domination, changes in balance of power etc.

10. Change in natural resources: Increase or decrease in the supply of various exploitable raw materials (climate, soil, mineral resources, etc.)

11. Natural occurences: Floods, earthquakes, tornadoes, insect pests, etc. (As society becomes more and more urbanized, it becomes less and less dependent upon the exigencies of nature).

12. Pressure groups: Educational innovations almost never are installed on their own merits. Characteristics of the local system, or of the innovating person or group and other relevant groups, often outweigh the direct educational value of the innovation.

13. Quantity of intake

a. The increasingly larger number of students attending school for longer periods of time has forced educators to re-examine the traditional aims and methods of education.

b. The type of students being admitted to the schools because of various socio-economic pressures generally affects the philosophy of education being developed and supported at that time.

c. Democratization in its initial stages brings with it a lowering of educational standards.

14. Our chief growth industry is education.

CHAPTER 5. SOCIO-ECONOMIC CONTEXT: RACIAL PROBLEMS

A. CONCEPTS AND KEY PHRASES

1. White exodus to suburbia
2. Black population migration
3. Megalopolis
4. Changing occupational needs
5. Technological factors
6. Cybernation
7. Communications revolution
8. Urbanization
9. Integration
10. Segregation
11. Separatism
12. Black militancy
13. "Black Power"
14. "Black Studies"
15. Black Panthers
16. Self Esteem

B. PERSISTENT QUESTIONS

1. In what way and to what degree are racial issues affecting current goals of American education?

2. Should these issues loom as important factors for deciding on educational goals? Why? or Why not?

3. What changes are taking place in the significance of these issues? Why?

C. HYPOTHESES AND GENERALIZATIONS

1. Many people look to the schools to solve the problem of minority groups when it should be a coordinated effort of all segments of society.

2. The ghetto schools are generally poorer quality schools with inadequate staffs, facilities, and resources.

3. The flight of minority groups to urban schools is causing a crisis in education.

4. A source for the weakness of the Negro community is the Negro family structure.

5. Self-esteem may be attained in many ways, and for some blacks today, black power may provide the major means.

6. The white middle class community has great difficulty in understanding the desperate lot of the black urban-poor.

7. Growing up "black" in comparison with growing up "white" suggests the greater liklihood of ill health, juvenile delinquency, poor housing, unemployment and inferiror "life chances."

CHAPTER 6. SOCIO-ECONOMIC CONTEXT: PROBLEMS OF URBANIZATION, CLASS, DECENTRALIZATION AND STUDENT REBELLION

A. CONCEPTS AND KEY PHRASES

1. Urbanization
2. Social class bias of education
3. Decentralization
4. Community Control
5. Ford Foundation
6. Student rebellion or revolution?
7. "Student Power"
8. Anomie
9. Alienation
10. A violent society
11. Doing your "Thing"
12. Romanticism
13. Restructuring education
14. Decision-making process
15. S.D.S.
16. Commitment

B. PERSISTENT QUESTIONS

1. In what way and to what degree are the following issues of the goals of American education?
   a. urbanization
   b. class
   c. student pressures
2. Should these issues be permitted to have this effect on education goals? Why? or Why not?

3. What should be the educational response to these issues?

C. HYPOTHESES AND GENERALIZATIONS

1. Urban problems have a significant impact on the operation of education.

2. Membership in a social class is a significant factor in the type of education a child receives.

3. The idea of community control over schools is in potential conflict with the growth of teacher power.

4. Student rebellion is related to their questioning the relevancy of traditional education and the efficacy of traditional social values.

5. Student rebellion is serving as an important stimulant to re-thinking traditional educational prerogatives.

6. Student pressure for greater involvement in the decision-making process is resulting in greater faculty pressure for involvement.

UNIT II STRATEGIES FOR SECURING GOALS

PERSISTENT QUESTIONS

1. In what way and to what degree do the various strategies used affect each other?
2. What is the general relationship between the goals (ends) and strategies (means) of American education?
3. What strategies are currently being used to reach designated goals?
4. What is the long range significance of using these strategies to reach our goals?
5. What changes should be made in our goals? Strategies?

6. In what way and to what degree do the following inputs affect the indicated strategies?

Inputs	Strategies
a. Political context	a. Educational organization
b. Philosophical context	b. Methods
c. Historical context	c. Curriculum
d. Socio-economic context	d. Teachers
	e. Tests and measurements

CHAPTER 7. LEVELS AND TYPES OF EDUCATIONAL ORGANIZATION

A. CONCEPTS AND KEY PHRASES

(VERTICAL AND HORIZONTAL)

1. Sensitivity training
2. Non-graded school
3. Team teaching
4. Departmental organization
5. "Administration Power"
6. Modular scheduling
7. Individualized learning

(PRE PRIMARY AND PRIMARY)

8. Primary VS elemenary
9. Pre-Head Start
10. Head Start
11. Follow through?
12. Ungraded
13. Child centered VS content centered
14. Self contained VS departmentalized
15. Homogeneous VS heterogeneous
16. Middle school VS junior high school

(JUNIOR AND SENIOR HIGH SCHOOL)

17. Middle school
18. Junior high school
19. Four year high school
20. Differentiation VS heterogeneous
21. Democratic VS elitist
22. Vocational VS liberal
23. Quality education
24. Quantity education
25. Individualized instruction
26. Special education VS inclusion of handicapped
27. Uses of technology
28. Criteria for grouping
29. Comprehensive

(JUNIOR COLLEGE AND COLLEGE)

30. Two year preparatory VS Two year terminal
31. Status
32. Quality
33. Admission standards
34. Slow learner programs
35. "Student power"
36. "Faculty power"
37. "Administration power"
38. Decision-making process
39. Traditional college VS "New College"
40. Radicalism
41. S.D.S.
42. "Doing ones thing"
43. Relevancy of curricula
44. Relevancy of experience
45. Field work VS classroom focus
46. Electives VS required courses
47. "Year of freedom"
48. Romanticism VS rationalism
49. "Generation Gap"
50. Structure and flexibility
51. Megaversity
52. Professional VS liberal education
53. Open enrollment

B. PERSISTENT QUESTIONS

1. What is the role of the different levels of American education in reaching the goals of American Education?

2. In what way and to what degree do the different types of educational organization contribute to making education more effective?

3. What should we do to improve our educational organization? Why?

C. HYPOTHESES AND GENERALIZATIONS

1. Most innovations appear to be stimulated, triggered, shepherded, and nurtured by some active person or group, whether external of within the "target" (innovation receiving) system.

2. Educators within the formal system most often are less innovative than professionals outside of the system.

3. Schools largely are bureaucratic structures, and the teacher's role in the system largely is that of functionary.

4. School administration plays a key role in providing necessary effective support for successful innovations.

5. The classroom teacher generally has little power to develop and implement consequential long-range innovation.

6. The lack of communication among teachers and among the various departments in a school system often is the cause for lack or failure of innovation.

7. The increasing mobility of Americans has resulted in the existing educational structure.

8. New types of vertical and horizontal organizations are being developed to meet the need for individualized programming.

9. There is an increasing stress on a structured early childhood education as a major way to provide a suitable learning environment for pre-schoolers.

10. The 4:4:4 Pattern of educational organization is a recent popular innovation.

11. Junior colleges are rapidly becoming institutions that are more preparatory than terminal institutions.

12. The open enrollment policy is changing the nature and function of higher education.

CHAPTER 8 - METHODS

A. CONCEPTS AND KEY PHRASES

1. Discovery learning
2. Inquiry learning
3. Inductive method
4. Deductive method
5. Structured VS Unstructured
6. Audio-tutorial
7. Science of learning VS art of learning
8. Romantic VS rationalist
9. Problem centered
10. Student centered
11. Group centered
12. Subject centered
13. Tranference of model
14. Transference of knowledge
15. TABULA RASA
16. Expository teaching
17. Discussion
18. S --- R
19. Conditioned reflex
20. Audio-tutorial
21. Laissez faire
22. Stimulated growth and development
23. Simulation
24. Rationale for use of technology
25. Montessori

B. PERSISTENT QUESTIONS

1. What methods are being used to help reach the goals of American education? Why?
2. Are the above methods suitable?
3. What methods would you suggest using? Why?

C. HYPOTHESES AND GENERALIZATIONS

1. Although the consistency of methods used with specific aims is greatly desired and often claimed to have been achieved, it seldom is.

2. Because of a general proliferation of knowledge, stress on teaching the method of a discipline often has broader transferable educational value than stress on teaching the content.

3. Using an inquiry oriented methodology, with persistent questions, should result in maximum transference of methodology when dealing with similar categories of problems.

4. A theory of instruction should be constructed around four problems: predispositions, structure, sequence and consequences.

5. There is a logical order, inherent in knowledge itself, that can be found in the structure of concepts and principles of inquiry, characterizing various fields of learning.

6. Technology represents a key support agent for new methods of teaching.

7. Simulation can represent a highly effective model transfer to maximize learning process and content.

CHAPTER 9. CURRICULUM

8. CONCEPTS AND PHRASES

1. Problem organization
2. Concept organization
3. Topical organization
4. Chronological organization
5. Discovery approach
6. Mode of inquiry
7. Affective domain
8. Cognitive domain
9. Vocation oriented
10. General education
11. Spiral curriculum
12. Concentric circles social studies curriculum
13. Subject centered
14. Child centered
15. "Truth" centered
16. Core
17. Controversial issues
18. Rationale
19. Relevance
20. Electives
21. Flexibility
22. "Curriculum Power"
23. Decision-Making Criteria
24. "Black Studies"
25. The "New Social Studies"
26. Vocational VS liberal

B. PERSISTENT QUESTIONS

1. What types of curricula are being used to help achieve the goals of American education? Why?
2. Are the above curricula suitable?
3. What types of curricula would you suggest using? Why?

C. HYPOTHESES AND GENERALIZATIONS

1. Improvements in curricula rarely are accompanied by improved techniques for testing and evaluating them.

2. Curricula provides one of the major strategies for the realization of educational aims.

3. Curriculum developers often are considered the "high priests" of education.

4. A general tendency in educational systems is the adoption of new curricula without adequate consideration of parallel decisions of content selection.

5. Despite the importance teachers attach to their self-image as curriculum planners, most content changes are adopted without regard to the teachers' views.

6. Planners of curriculum changes often go through the following steps:

    a. Identification of curriculum needs;
    b. determination of curriculum priorities;
    c. selection of innovations;
    d. tryout of innovations; and
    e. diffusion of innovations.

7. Curriculum changes often reflect pressures from interest groups and seldom reflect carefully considered educational needs.

8. Effective implementation of curriculum change requires that teachers understand and accept the philosophy and objectives behind such changes.

9. One way of developing a functional program is to organize instruction around problems, topics, or situations that relate directly to the varied aspects of living or the needs of youth.

10. One way of developing a meaningful program is to organize curriculum around the systematized resources of the culture's organized fields of inquiry and creativity.

11. A basic problem in curriculum development is the failure to develop a conceptually integrated K-12 curriculum.

CHAPTER 10. TEACHERS

A. CONCEPTS AND KEY PHRASES

1. Interaction analysis
2. Group dynamics
3. Micro-teaching
4. Student teaching
5. Liberal Arts background VS professional courses
6. M.A.T. Program
7. Group work orientation VS subject matter specialization
8. Characteristics
9. Teacher's role in the bureaucratic structure
10. Teacher status
11. Relations between teachers and administrators
12. Teacher education evaluation and accreditation
13. "Teacher Power"
14. Association VS union
15. Conditions of employment
16. Professional negotiations

B. PERSISTENT QUESTIONS

1. In what way and to what degree are teachers effectively utilized for achieving educational goals?
2. What changes are taking place in teacher education programs? What additional changes should be made?
3. In what way and to what degree are the goals of teachers and the profession compatible or incompatible with the goals of American education? Suggested changes?
4. What impact are teachers having on modifying the goals of American education?

C. HYPOTHESES AND GENERALIZATIONS

1. Most schools are essentially bureaucratic structures in which the teacher's role is largely that of functionary.

2. Teachers in the lower grades have low status and are less inclined to assert their professional authority than teachers in the higher grades.

3. The drive for professionalization is resulting in increased release of teachers from control by laymen and administrators.

4. Boards of education decisions based on compromise, rather than educationally sound principles, often pose great problems for improving education.

5. The teaching profession is increasingly attracting more intelligent and better trained personnel who can assume broader educational responsibility.

6. The M.A.T. program suggests that teacher certification should place more emphasis on subject matter courses than on techniques and methodology.

7. There is a tendency toward greater militancy on the part of teachers to improve, not only conditions of employment, but also to improve professional conditions.

8. Teachers often are called upon to implement programs instituted by others, and often think that they should have been involved in initial consultations.

9. Professional negotiations by teachers can become a major vehicle for improving professional standards and educational effectiveness.

10. There is need for teacher education programs to update and upgrade the courses in line with recent subject and methodology emphases in the public schools.

CHAPTER 11. TESTS AND MEASUREMENTS

A. CONCEPTS AND KEY PHRASES

1. Tests
2. Measurement
3. Taxonomy of designs
4. A science evaluation
5. National assessment
6. Behavior objectives
7. Transferable models

B. PERSISTENT QUESTIONS

1. What types of measurement techniques have we developed to ascertain whether or not we are moving toward our educational goals?
2. What major trends are evident in educational tests and measurements?
3. Are the measurement techniques and devices adequate for evaluating our degree of success in moving toward the goals? What additional measures should be taken? Why?

C. HYPOTHESES AND GENERALIZATIONS

1. Many educational innovations are adopted without adequate test and measurement controls.

2. A major problem in testing and measuring is whether the items tested for are of educational significance.

3. There is need for a testing and measuring program on a yearly basis in order to determine the effectiveness or ineffectiveness of our educational strategies.

4. Tests should be devised to determine the degree and areas of effective learning, transfer, and to assist in devising valuable strategies.

CHAPTER 12. EFFECTIVENESS

A. CONCEPTS AND KEY PHRASES

1. Private Schools
2. Declining public education
3. Performance contracting
4. Compensatory education
5. Job Corps

B. PERSISTENT QUESTIONS

1. How effective is our educational system in reaching the goals?
2. What is the significance of our success or failure?
3. How should we change our strategies to increase our effectiveness?
4. How and to what degree should we modify the goals we originally set?
5. How and to what degree should we try and influence our social context to improve our effectiveness?
6. How and to what degree would modifying our tests and measurements improve our effectiveness?

C. HYPOTHESES AND GENERALIZATIONS

1. For many children in ghetto areas, our educational system does not provide an effective way to deal with or overcome their problems.

2. Though our educational system is able to meet our broad manpower needs, it does not successfully cope with our national social problems.

3. Attempts to individualize institutes reflect a growing awareness that the same style of education is not capable of meeting varying learning problems.

4. The increased use of technology suggests a more effective role for education in raising the level of knowledge and understanding in our society.

5. The increase of private school enrollment reflects a growing decline of public education in American life.

OTHER ACTUAL STRATEGIES USED IN MY COURSES.

1. Utilization of up-to-date charts, graphs and meaningful statistics for testing hypotheses, developing generalizations and using inquiry skills.
2. A stress on relevant selections of recently published articles (most from 1968-1969) dealing with the current educational scene and sufficiently involving to "turn students on."

3. Films play a major part in dramatizing issues and expanding the perceptive reference fram of students. In this course, I avoid the stilted traditional education productions and stress the TV documentaries and exciting films such as: "Meet Comrade Student," "The Way It Is," "Summerhill" "The Coleman Report," and 21st Century films. These films, and others of this quality, are strategies designed to bring the outside world into the classroom.
4. Emphasis can be placed on the strategy of small group discussion even with classes as large as one hundred students. The key to effective small group discussion is a common experience of significant readings for the session and well phrased discussion questions. Meaningful interaction is further stimulated with role playing on the basis of articles read, and utilization of simulation techniques.
5. Students also read the education page of the Sunday New York Times on a weekly basis. In class the articles are placed into appropriate categories and the issues are related to other readings and experiences. This strategy is a significant means of continuous revitalization of the course through the use of current case study or illustrative material. I also xerox and distribute pertinent newspaper and periodical material.
6. Use Of Tests and Measurements As Strategies
   a. Students are required to classify articles from external sources into course categories. I consider ability to categorize on the basis of a model, as a significant first step for students to deal with the mass of information available. A second step is to bring into play a

mode of inquiry, hypotheses, generalizations and perceptions that are releated to this category of information.

b. Students are required to write a term paper using the same model that has been developed in the course. This helps reinforce the course organization. Their success in this area indicates to me the degree to which they have been able to transfer the course model to an area of their own interest and concern.

c. The final exam in this course is based on the persistent questions which preceded chapter readings. Student answers to test questions are also expected to incorporate information and insights from films, class discussions and other sources as well.

V. COURSE TESTS AND MEASUREMENTS

The fourth and last area of concern is tests and measurements. There is a clear need of measurement criteria to check out the internal consistency and design logic of the developed model, and to evaluate the level of performance and the success in reaching our objectives. Questions that might aid in developing measurement criteria are:

a. What measurements should be developed to determine our degree of success in reaching course objectives?

b. At what points should they be instituted?

c. What do our measured results indicate about necessary course revision of our objectives, input, and appropriate strategies?

d. How should these be implemented?

In addition to the various tests and measurements already listed, which I use as strategies to specifically reinforce the approach of this course, I also utilize course feed-back sheets.

These are handed out at the end of each semester for detailed categorized feed-back from students on the content and strategies of the course. Naturally, they do not sign their names. Their replies have proven most helpful in retaining a functional dimension and innovative structure to this course. A number of students have contacted me two or three years after taking this course to indicate the transferable value of the organization and its usefulness in their continued professional growth.

Although I utilize a number of different feed-back paths, I must admit that these are not adequate for a truly effective systems approach. Much work still needs to be done in this area.

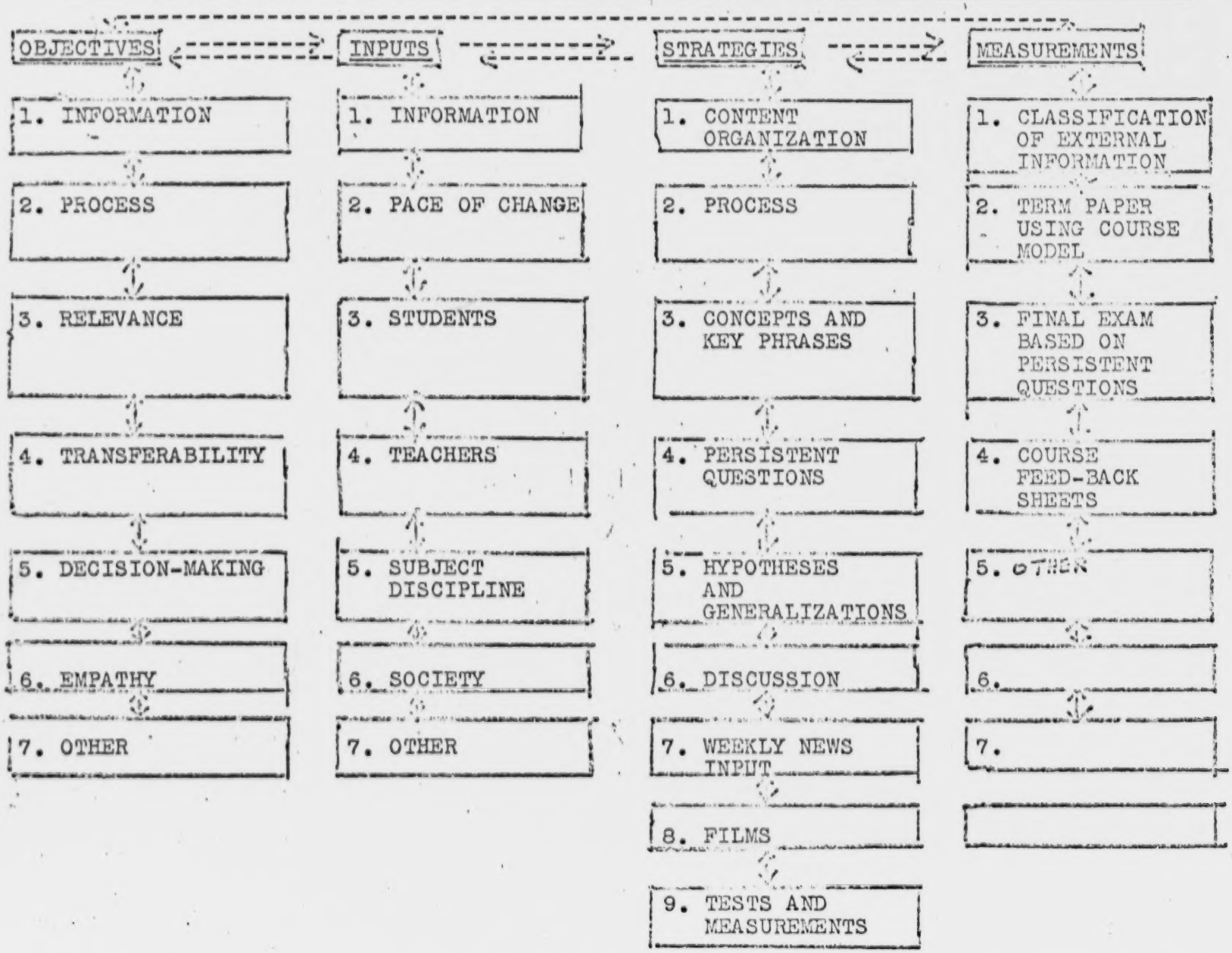
VI. UTILIZATION OF A MODEL AS A BASIS FOR DEVELOPING A DISCIPLINE

Based upon my experience with this course, I would like to propose a general but tentative model of categories to enable those of us involved in teaching this course to systematically communicate and develop an outline for a social foundations discipline. It is likely that use of this design model might very well lead us to to develop a number of different types of organizations, because I'm certain that there isn't any one model course that will meet the objectives and perceptions of everyone. I do, however, hope that this model stimulates dialogue and hastens the day when we as a profession can develop a more disciplined approach to our subject area.

VII. CONCLUSION

The education of teachers, despite many valuable innovations, still requires extensive vitalization and modernization. This can be aided by educationally sound and current modes of perception, as well appropriate psychological and logical organization. The

A MODEL FOR STIMULATING DEVELOPMENT OF A SOCIAL FOUNDATIONS OF EDUCATION DISCIPLINE



designing of effective courses in the Social Foundations of Education presents an opportunity to develop and implement a relevant first step. If we succeed, the course can also provide a guide and challenge for modernizing other aspects of teacher education programs. We have the means and capability of turning an otherwise fragmented experience into a vital learning situation, and it is my hope that we will accept the responsibility.